

**Year 1**  
**Direct Support Professional Training**

# **Resource Guide**



## **Session #9** **Daily Living**

**Department of Education**  
**and the**  
**Regional Occupational Centers and Programs**  
**in partnership with the**  
**Department of Developmental Services**

**1999**

## List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	<b>Daily Living</b>	<b>3 hours</b>
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
<b>Total Class Sessions</b>		<b>12</b>
<b>Total Class Time</b>		<b>35 hours</b>

# Key Words

In this session, the key words are:

- Individual Routines
- Relationships
- Friendships
- Social Skills

## Your In-Class Review Notes

This is a place for you to take notes on the review questions during this session.

1. **What is the importance of individual routines in our daily lives? Why is understanding people's routines so important?**
2. **What can you do to encourage the development of friendships?**
3. **What is the value to helping people develop friendships?**



## Activity Daily Routines

Write down, in as much detail as possible, everything you do from the minute you wake up in the morning until you arrive at work. Be very specific. You will be sharing this list, so don't include things that might embarrass you.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

Discussion  
Routines, Routines, and More Routines

Daily

Weekly

Monthly

Yearly

Life cycle

# Information Brief

## Individual Routines

Most of us hardly think about our daily routines as they help get us through the day. Maybe, that's why we haven't thought much about the role that individual routines play in the quality of the lives of people we support.

We all have routines for the week, the month, the year and those rites of passage and life cycle events that are positive parts of our lives. We need to consider the role that individual routines play and insure that positive routines are respected.

Our individual routines begin each morning. We all have a pattern of activities that we do daily and which are comforting to us. How does that comfort change for the people we support? Do you take a bath or a shower? Whether a person takes a bath or shower could change with each staff member and the variety of ways to bathe increases depending on the number of people who support each person. Could you change your morning pattern very easily?

There are emotional routines that we all have as well. When you have had a bad day at work, you might need to go home and lay down. Others might need to scream, others might need to take a walk, others might need to talk with someone. For the people we support, the reaction to a bad day could be seen as bad or inappropriate behavior, even though we might need to behave in the same way in that situation. It is important to know how people would like us to respond to their emotional calming routines.

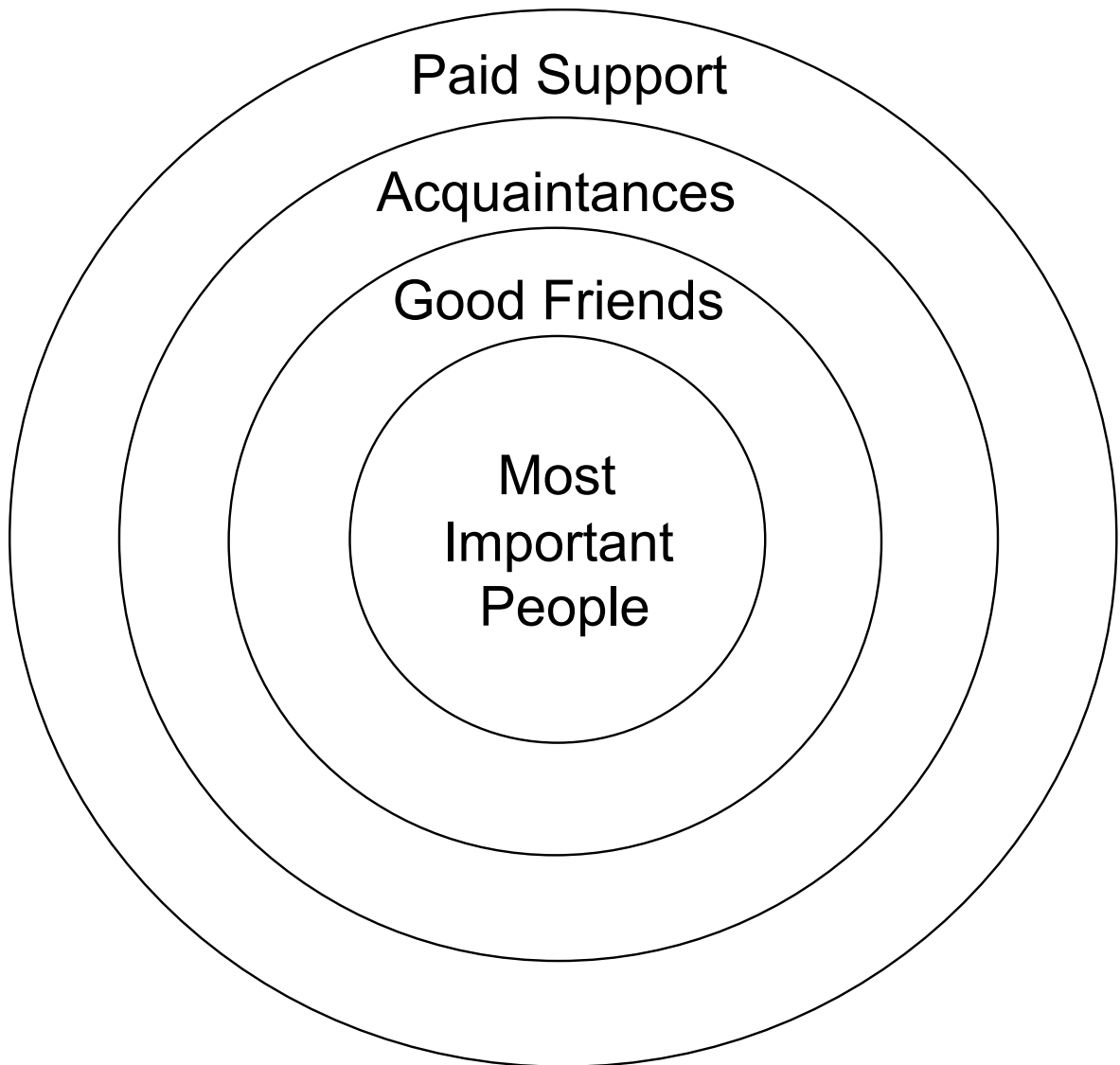
Not every moment needs to be programmed for people. The DSP may be responsible for getting many people ready to leave the house in the morning. Through that, individual routines can still be identified and honored.

Could you live by someone else's morning routine?





Activity  
Your Circle of Friends



## Information Brief

# Why Work on Friendships?

- Friendships are important to all people
- Health and well-being are improved
- Balancing the number of people who are paid to be part of someone's life with people who are just friends
- More power and control
- Reducing personal stress and staff burnout
- Giving back to the community

## Information Brief

# Why Friends Are Important?

We all take friendship for granted. We might miss our friends if they are gone for a while, but most of the time we don't really think about the fact that we **have** friends. We have started to see the importance of people with developmental disability labels having connections with ordinary people. So many of the people in the lives of the people we support are paid to be there. While those may be satisfying relationships, there still is the element of paid friendships that is very different from most of our lives.

Friends don't care what's in the person's IPP objectives. They like the person "just because." There is no program for starting a friendship. There are no data to maintain.

Friends can offer people a way to practice what we teach in our programs. Have you ever had to do something difficult – like give a speech, or register a complaint – and you practiced first with a friend?

Friendships have an energy that can't be otherwise created. When two people do things together, more can be accomplished than if they had each tried on their own.

Friends accept us as we are. Our friends are used to some of our unusual behaviors or mannerisms, and don't try to change them. The people we support need someone who also accepts unusual behavior as "just a part of the person they like."

As DSPs, we can't write programs for making friends. We can, though, help to set up ways in which friendships can happen. People can join activities that they enjoy and meet people in the course of the activity. People can "hang out" at places where other people get to know them. Think about some ways that you can help people make connections.

## **Information Brief**

# **As Relationships Grow**

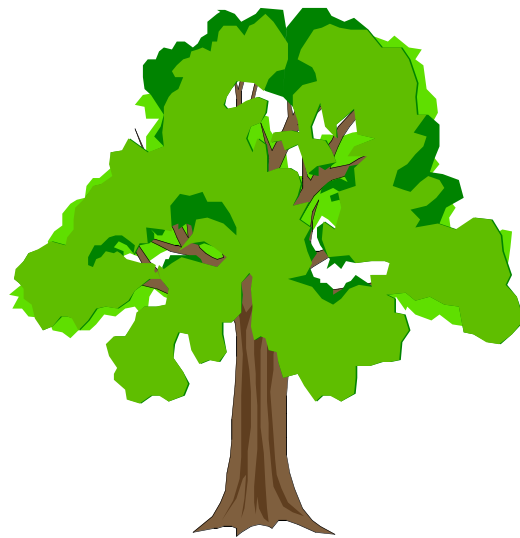
Studies show that the reason that friendships grow is because people live close to each other and are able to see each other on a regular basis. The lesson for DSPs is that we may have to assist people in starting relationships, and be available to encourage their continuation. We might have to provide transportation so people can spend time away from our homes, assist in planning activities, and assist with training on social skills that are needed to continue relationships.

Some of the skills that friendship requires have never been taught to people with developmental disabilities. People need to know things like how to listen to another person. We know that listening is a very difficult skill requiring practice. All people have a very tough time listening. Yet, listening to someone is the best way to learn more about them.

A friend needs to be able to communicate well enough to get their message across to another person. A person needs to know either what words or what gestures to use to assure that the person to whom they are speaking will understand what they are trying to say.

Friends are thoughtful, and do thoughtful things for each other. Are there ways that people you support either need to learn to think about what might please another person or think about ways they can let another person know they care?

These are some of the skills that are important to starting and keeping friendships. Perhaps you can think of others as well.



## Answers to In-Class Review

- 1. What is the importance of individual routines in our daily lives? Why is understanding people's routines so important?**

Our individual routines help us get through each day, as well as each week, month and year. Routines are comforting and add to our quality of life. The same is true for the people we support. The order in which a person's face is washed or whether they shower or bathe is very important to the people we support. Individual routines need to be discovered and respected.

- 2. What can you do to encourage the development of friendships?**

Help people to find out who they might want to get to know better, provide transportation for people, help make phone calls, find activities that people like to do, can share with another person, and build on shared interests.

- 3. What is the value to helping people develop friendships?**

People feel like they have more power and control over their lives if there is a friend who cares about them. Studies show that people are healthier when someone cares, stress and burnout to the staff is reduced because staff don't have to take so many roles in a person's life. People can give back to the community.

- 4. What are some of the social skills a person might need to encourage friendship?**

Listening to another person, communicating well, doing thoughtful deeds.

5. **What can you do if you feel unprepared to answer questions about issues relating to intimate relationships?**

Talk with the regional center service coordinator to find someone who IS comfortable, and to identify resources in your area for further information, and read materials referenced in the Resource Guide.

## If You Want to Read More About Daily Living

### **A Guide to Consent**

by Robert D. Dinerstein, J.D. , Stanley S. Herr, J.D., Ph.D., and Joan L. O’Sullivan, J.D.; (1999); AAMR, ISBN 0-940898-58-61

What happens when an individual with limited cognitive abilities makes a decision that could harm him or her? This book deals with the broad range of issues related to decision-making, including consent to sexual activity.

### **Rituals for Our Times: Celebrating, Healing, and Changing Our Lives and Our Relationships**

by Evan Imber-Black and Janine Roberts; (1992); Harper Collins, ISBN 0765701561

This book provided the background for Michael Smull’s discussion on the importance of the rituals in our life.

### **Friendships and Community Connections between People with and without Developmental Disabilities**

by Angela Novak Amado (1993); Paul H. Brookes Publishing Co.; ISBN 1-55766-121-9

Being “integrated” into a community goes beyond living in a home in a regular neighborhood. It means having friendships with others in that community who do not have disability labels. Colleen Wieck Ph.D. comments on the back cover that we need to help people to not merely be in the community but to be part of the community as well. There are a number of very touching and honest stories of friendships from people outside of the professional field of disabilities.

### **The Great Good Place – Cafes, Coffee Shops, Community Centers, Beauty Parlors, General Stores, Bars, Hangouts and How They Get You through the Day**

by Ray Oldenburg (1997); Marlowe and Company; ISBN 1-56924-778-1

The book talks about places Oldenburg refers to as “third places,” where people can get together and hang out just to enjoy people and have conversations. The book shows that we all have a strong need to associate with other people.

### **Just Say Know! Understanding and Reducing the Risk of Sexual Victimization of People with Developmental Disabilities**

by Dave Hingsburger (1995); Diverse City Press; ISBN 1-896230-00-8

Just Say Know! is an easy to read book full of powerful information and real stories about real people. Dave Hingsburger writes about the practices and assumptions the field has offered and how those practices and assumptions have hurt people with disabilities. Through the book, the notion that sex is a natural part of our lives is repeated as an important message for people as well as a way to help people to protect themselves from sexual assault.

### **Socialization and Sexuality: A Comprehensive Training Guide for Professionals Helping People with Developmental Disabilities that Hinder Learning**

by Winifred Kempton (1993); Winifred Kempton Associates

This book offers information, resources and materials for teaching about sexuality and disability. The book is full of training materials for teaching sexual safety, sexual pleasure and responsibility.



## Homework Assignment for Session #10: Looking at Physical Accessibility

At your next session, you will be talking about **Individual Rights, Laws and Regulations**. One of the laws you will talk about is the Americans with Disabilities Act (ADA). Here's an opportunity to find out what the ADA really means about physical accessibility. Grab yourself a tape measure, the Physical Accessibility Checklist and go check out a public building. It could be a city hall, a library, a sheltered workshop, a place of business (large or small) such as a bank, grocery store, flower shop, your regional center, or the place where you work. Be sure to check out a restroom too. Bring your completed survey to class to discuss.

## Physical Accessibility Checklist

(Excerpted from Jewish Family and Children's Services)

When choosing a meeting site or checking a public building for physical accessibility, consider the following:

YES NO N/A

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 1. If parking is provided, there should be reserved parking places that are clearly marked with the access symbol.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There should be an unobstructed path of travel from the parking space to the curb cut to the building entrance or the event area.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The entrance to the building should be at least 32" wide in order to accommodate a wheelchair. The doorway threshold should be no higher than 1/2". The entrance door(s) should open easily (automatic doors or levered handles; minimal pressure). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Directional signs should be in large print or braille.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Building corridors should be at least 36" wide and free of obstructions.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The meeting room or event area should be on the building entry floor or accessible by elevator. If the event is an open-air event, it should be held on a flat outside surface.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Any ramped or steep areas should be sloped 1:10-1:12, must be durable (for portable ramps) and should have handrails on either side.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. There should be brailled numbers on the elevator control panels.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The meeting room entry should be a minimum of 32" wide, with a threshold no higher than 1/2" and with easily opened door(s).  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. For open-air events, there should be flat-surface area(s) for viewing/participation which has an accessible path of travel.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The drinking fountains should be no higher than 48" from the floor, or if higher, then drinking cups should be provided.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Telephones should be no higher than 48" from the floor and be equipped with sound amplifiers. TDDs should be available.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. In order to be accessible, a restroom facility should have the following factors:  |                          |                          |                          |
| a. signage to indicate accessibility   | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| b. entries free from obstructions  | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| c. doorways with 32" minimum clearance width   | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| d. doorway threshold no higher than 1/2"   | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| e. easily opened door(s)   | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| f. restroom stall door which swings outward; at least 32" clearance width.   | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| g. stall at least 36" wide, 60" deep   | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| h. grab bars in stall  | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| i. raised commode 17-19" from floor  | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| j. faucets with lever-type handles   | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| k. basin with 30" clearance underneath and wrapped pipes   | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| l. towel racks and mirrors no higher than 40" from floor   | <input type="checkbox"/> | <input type="checkbox"/> |                          |